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ABSTRACT

The report summarizes the background, objectives, developmental work, conclusions, and recommendations of Cardozo High School's urban problems program. A one semester elective civics course for seniors was developed. The objectives of the course are: 1) to develop knowledge and practical skills (comparative shopping, budgeting, housing) to cope with city problems; 2) to foster participation in neighborhood and city life and government; 3) to build academic skills; 4) to broaden educational and vocational choices; and 5) to involve students in the search for ways out of the urban dilemma, within a black framework, by working on a neighborhood redevelopment plan. Considerable field work takes the classroom into the city for visits to organizations, interviews, photographs, community; surveys, participation in community meetings and political life, and data gathering on housing, jobs, and education. Observation and data are recorded, analyzed, and reported to the class. Students bring community resources into the classroom; community and government agency publications, tape rrcordings, newspapers, speakers from city, state, and federal agencies, and community leaders. Descriptions of the course units and materials, excerpts from student reports, and a bibliography are appended. (SBE)

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FINAL REPORT
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SPECIAL SOCIAL STUDIES CLASS UNDER MODEL SCHOOL PROGRAM OF THE WASHINGTON, D. C. PUBLIC SCHOOL SYSTEM

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June, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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June, 1970

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Summary

Cardozo High School's course catalog describes the MWPHA sponsored urban problems program as a "one semester course created to involve the student in an in-depth examination, through practical experience, of the internal operations and issues of the Washington Metropolitan area. . . To date, four students have gained vote and decision-making positions in citizens groups and governmental organizations."

Simplified though it is, this description gives a rough idea of the scope of this course.

MWPHA had certain key objectives when it started this course. A primary goal was to help inner-city teenagers develop the ability to cope with the city around them. Through practical knowledge of housing codes, transportation needs, agency structure, and planning techniques it was hoped they would ultimately get the knowledge to plan a section of Washington the way they would like to see it rebuilt. Through this approach, we hoped to stimulate students to turn to educational and vocational choices they might not have thought of previously. We hoped to stimulate changes in the D.C. High School curriculum. Through the development of educational materials, we would provide guidelines for the creation of similar courses throughout the country.

We feel that we have, in great part, attained some of these goals. Some of our students have gone on to Federal City College and Washington Technical Institute. Two were elected to D.C. Model City Neighborhood Planning Boards. The students claim that these choices and actions were influenced by this class. A complete one-semester guidebook for teachers is now under preparation. A lesson summary can be found in Appendix I of this report.

It is interesting to note that some of our original objectives have been altered by the students themselves and events in Washington. As members of the Black community took more of a lead in Washington affairs, the course's emphasis tipped to a search for ways out of the urban dilemma, rather than simply providing a program for survival in the current environment. This implies, perhaps, some optimism on the students' part as to what can be changed within the city.

If we are to assume that this change in approach is good, however, then we have created a new set of problems. For those who would teach urban problems in this manner must now be trained in a new approach. This method demands an interaction with students and the community that for many will be most difficult to achieve. One of our key recommendations, therefore, is for teacher-training institutes to be set up in each city for those members of the regular teaching staffs who wish to learn this new approach.

Introduction
Background to the Study

MWPHA's original proposal to the Office of Education in June, 1967, and its progress report of March 8, 1968 explain MWPHA's role in creating this urban problems course and the difficulties encountered in putting it into the classroom. (See progress report also for teacher and consultant's procedure, class composition.)

MWPHA had set forth eight goals it hoped to attain with this class:

I. GOALS OF THE STUDY

A. Expose students to new vocational avenues in urban fields - particularly to semi-professional jobs in the human services field, and to community college programs.

B. Provide possible sources of new ideas and enthusiasm to established planning institutions by the students' contact with people who work in the planning agencies.

C. Stimulate changes in the high school curriculum and organization of instruction.

D. Use this experience as a medium for the development of educational materials.

E. Establish a model course and instructional methodology which can be used as a guide for similar efforts in other cities.

II. BROADER OBJECTIVES OF THE COURSE: STUDENT OBJECTIVES

A. Building practical and academic skills. (Examples of practical skills are apartment hunting for families with restricted budgets, comparative shopping and learning the D. C. Housing Code). (Examples of academic skills are reading statistical tables, administering questionnaires, drawing conclusions warranted by data, writing.)

B. Knowledge of the city and its problems. For example, the housing unit in the course will deal with housing conditions, landlord-tenant relationships and housing code violations, public housing and a range of other problems in this field.

C. Fostering attitudes such that students will learn that there are ways of coping with their problems as city dwellers and encouraging attitudes which lead to participation in city life and government.

In addition, this course will allow students to give concrete expression to their desire for a better neighborhood in the form of a neighborhood plan.

The second semester, 1968, brought new changes, many affecting the entire course approach. The curriculum outline stayed the same: Introduction to the City (skills): History and population of Washington; Housing; Consumer economics; Employment opportunities; Community organization and Planning project.

There were now funds for the field trips and equipment needed: graph paper, cameras, reference books, etc.

Time was, as usual, a major problem, since a changing school schedule constantly infringed on planned field trips, interviews, etc. We found that it is essential that any course of this nature be so placed in the school schedule that students can go from the classroom to field trips preferably the last period of the day.

These field trips are an essential part of the course, a direct counterpart to the more traditional academic matter taught in the classroom. Students visit the public and private agencies that affect Washington: the Mayor's office, National Capital Planning Commission, United Planning Organization. They also interview people on the street, in their offices, and over the phone. They collect data from the various groups compiling statistical information on housing, population, etc., in the city. They have taken dozens of photographs for a "photo essay" of the Shaw area of Washington - a section of the city hard hit by the April, 1968 riot. They surveyed the people and buildings of Shaw.

All these activities, outside as well as inside the classroom, aim at developing skills to be used for the final project - redesigning sections of Shaw.

Students, working in groups, were challenged to redesign a portion of the Shaw area as if he were responsible for the urban renewal of that particular area. He had to take into account the uses of the area - residential commercial, institutional, etc., including the general condition of buildings and land; needs of the surrounding community. It was a project that demanded full use of the skills he had developed during the semester. The result was a list of suggestions for renovating Shaw.

As students moved out into their community, it became apparent that what was going on outside must affect the curriculum inside the classroom. Washington in the spring of 1968 was in the process of selecting candidates for its first elected school board. These were to be the District's first elected officials since Reconstruction. Because Washington is 72% Black, it was obvious that the majority of these officials would be Black. Residents were becoming more vocal in insisting upon positions where the majority of citizens should have a stronger voice, e.g., NCPC, (the National Capital Planning Commission).

Adults with whom the students came in contact began to reflect this stronger sense that perhaps "we" might do something.

The other side of the coin, of course, was the obvious proverty of certain areas of Washington. There was increased pressure by the citizens upon members of Congress and the D. C. Government to move faster in improving these areas.

In April, 1968, Martin Luther King, Jr. was assasinated and Washington was torn by riot. Many of the areas where the students lived were severely damaged or destroyed. It became urgent that these areas be built up as soon as possible. An issue was whether or not residents would have a voice in the rebuilding.

The riots occurred just before the school closed for the Spring recess. Following Dr. King's funeral, the atmosphere in the school was very tense. The school administration was shaken by the outburst of violence and emotion: Events were out of control for several days. The mood among students was mixed - grief for Dr. King, bewilderment, excitment; for some, there was a sense of power, for others chagrin, shame, and grief at the damage and the army presence. Few expressed bitterness that the worst stereotypes about Black people appeared confirmed by the rioters.

In the civics class, the teacher at first encouraged students to express their feelings about the city and what had happened to its buildings and people. Later, he began to focus attention on the question of what caused the riots.

Later, students discussed the issues of rebuilding and planning.

As a result of the riots, we made the first planning assignment a photo essay of the Shaw area. Students were to include, but not concentrate on, riot-damaged areas. This was designed to start students thinking about the current nature of the area as well as its potential.

The students moved out into the streets, gathering data, taking photographs, and, above all, finding out what things were like from their own experience. Their results are reflected in their photo essay of a torn Shaw (Appendix XVI); frustrated attempts to get information from agencies like UPO who were supposed to help the community but rarely answered questions from its people (Appendix II); and recommendations for an improved community where apartments should be equipped with laundry facilities; homes should have porches and yards; and elementary schools should be equipped with basketball courts. Unfortunately, the planning project was hampered by poor transportation - sufficient carfare was not provided, buses were not running on schedule; school meetings or assemblies were infringing on our time; and there was not full group participation. Even so, many of the students' essays were, we felt, remarkable in a social studies department where 60-65% of its students were below the national average in social studies, as cited by the Passow report.

As students began to seek ways out of the urban dilemma within a Black framework, the teacher increasingly had to re-evaluate his position as a White teacher in a predominantly Black school in a time of racial ferment. He realized that if he were to remain relevant, he had to develop a means for helping students find out things for themselves from their fellow Blacks, rather than trying to impose academic (and White oriented) information upon them.

As a result of all this experience, we believe we have developed a method of approach which project personnel hope will be relevant to other teachers across the country.

Methodology

The urban problems course was held at Cardozo High School during the sixth and seventh periods for 45 minutes daily. The timing made it easier for the class to be released for field work in the city or for bus trips. Only the 7th period would have to be missed by the students. (Special permission had been obtained.) It would have been better to schedule the class three times a week for the 6th and 7th periods, but this was not possible. The school was run on a 5-day-a-week, 45-minute class schedule. The civics course was officially a social students elective open originally only to 12th grade students. During the year following the end of the sponsored project (1968-69) the administration opened Urban Problems to underclassmen. Thus, it did not substitute for any required social studies courses - the 12th grade requirement was one semester of Government - although it offered an alternative to a semester of Economics, which most seniors took.

We rejected the traditional "civics class" concept being applied in Cardozo's classrooms: the teaching of "how a city works" through the use of the traditional textbooks. We knew that these texts had no relation to the lives of the inner-city children that were taking these courses. We wanted to give them something that would help them understand what they could do about their sagging porches and rats in the basement - and, on a more sophisticated level - what could be accomplished through urban development to rebuild a section of the city.

In referring to Cardozo, the Passow Report states:

> In most classrooms, instruction seems to follow a textbook approach with dependence on material, therefore, that is notably oriented toward the past and a static conception of the world...[1]
>
> Most of the teachers and administrators seem to believe that the existing course of study and textbooks can be "made relevant" to the children and the times. Only rarely was it suggested that one might build a social studies program so that it would have relevance, rather than having to be made relevant...[2]

[1] Passow Report, P. 312

[2] Passow Report, P. 313

We attempted to construct a learning situation, within the context of an urban high school, which would involve students in the life and issues of their city. We hoped to equip them with skills necessary to function in the city, to think seriously about its human problems, and, indirectly, to relate all of this to their individual futures as Blacks and residents of Washington.

Since our attempt was to build such activities into an inner city school, our methodology focused on making the conditions of instruction as conductive to their enterprise as possible, and on the design of instructional materials and experiences for the students.

We tried to do this through the curriculum in a number of ways:

1. The preparation of a wide variety of first-hand materials, drawn from the city, were used instead of a standard text or series of paperbacks. Students themselves supplied some of the materials: handouts from organizations, student-generated survey data, student experiences, newspaper articles and interviews, and photographs were all used as a basis for classwork.

2. An inductive-active teaching style was employed in the classroom. Materials were presented to raise questions and were not asked so that students would remember what they said, but so they would do something with them - identify arguments, analyze data, advance explanatory hypotheses, etc. The teacher's role was one of questioner, and strategic provocateur, rather than a source of information. He sought broad participation in discussion and debate among students. He encouraged students to contribute their personal experiences as relevant to the issues at hand. Students were also asked to express views and develop and support arguments, minimizing the typical classroom "right answer" dynamic.

3. Considerable field work tied the classroom to the life of the city. Students were pushed into the city at large as part of their classwork. They visited organizations, interviewed, observed and recorded their observations, and gathered information in person or on the telephone. Then they reported what they had learned and/or discussed their experience with the members of the class.

They were expected to know what was going on in the city, particularly in such areas as housing. They were also encouraged to attend community meetings and to take an active part in the community's budding political life, which has a role for youth. (During the project, this was manifest largely in the development of citizen participation in planning.)

4. Students brought resources from the community into the classroom. Speakers from city agencies and community leaders came to class. Students brought in newspapers, publications prepared by community and federal agencies like OEO and HUD as well as private groups; photographs, tape recordings of interviews with landlords. Students went to Landlord-Tenant Court and D. C. Small Claims Court, and they talked with Neighborhood Legal Service Lawyers.

   Bus trips took students to points of particular interest in Washington, including the rehabilitated South West, D. C. Division of Licenses and Inspections. They also went into the Washington suburbs and into the New Towns of Columbia, Md. and Reston, Virginia.

   Students interviewed members of the D. C. School Board, Black United Front, FAIRMICCO, (Fairchild-Hiller-Model Inner City Community Organization) and Housing Development Corp.

5. Finally, the major project involved students in the development of a plan for the Shaw area of Washington. It repeatedly took them into the area to photograph and survey, then to interview the population. The students then went to city agencies concerned with Shaw. Finally, they drew up a plan of their own. (See Appendix XIII).

Findings and Conclusions

It is apparent that the teaching methods of this course were determined by the goals originally set forth by MWPHA (see intro.). Perhaps less obvious, but nonetheless as important, is the fact that the methods chosen were determined in great part by the structure of Washington's school system.

Ideally, we felt, an urban problems course completely relevant to the needs of the inner city youngster would be taught in a free environment totally outside the classroom. Discussions would, perhaps, be held in a house in a "swing" area of the city - in an area between the ghetto and white areas (Adams Morgan is such an area in Washington). There, students could see more balanced view of the city than a ghetto school could provide. From there, students could explore the rest of the city, or take bus trips outside Washington. Discussions and trips would be held at a time of day that would not demand students leave for other classes or jobs.

However, such is not the case. In structuring this class, we were bound to observe the 45 minute period, 5 day-a-week schedule, and traditional "test" requirements of our public schools. Since this was the case, we determined to work within the existing system, feeling that this would give us some realistic opportunity to teach what we considered important in urban affairs. At the same time, we were able to schedule the class at the end of the day, use a "discovery" approach rather than a traditional textbook approach, and, therefore, reach some, although not all, of our students.

We hope that this class might help in some small way to modify a traditional, often severely restrictive administrative approach which we feel inhibited real communication with our students.

We found significant evidence that this class did fulfill our original goals, and in great part, did have an influence upon students' lives. (See goals, Intro. p. 3). This was found, not only in an improvement in grades during the course of the year, and in students' own answers to questionnaires in June, but in their choice of courses and careers.

1. There was significant influence in career plans: Of the 60 youngsters over two years who took this course, 8, or 13.3% showed demonstrable change in their career plans or current behavior outside the classroom which could be directly traced to the influence of the civics class:

a. Three students were elected to D. C.'s Model City Neighborhood Planning Boards. They were chosen by the Model City Board, and were effective as if they were officers of a local ward council in a city that could elect its own officials.

b. One student still in school says he wants to go on to a planning or urban affairs career. This is particularly interesting in view of his background in a "gang" in Philadelphia, his home town.

c. Two students are now at Washington Technical Institute, in their Urban Aid Program. One had planned secretarial work, the other was undecided.

d. Two students are now surveying dropouts under a City-sponsored program. (They are paid).

2. The success of this class can also be measured in the fact that it has been formally adopted into Cardozo High School's curriculum.

3. The quality of student work itself demonstrates the success of the class (see appendices). There is significant differences between the caliber of work produced by students in this class and that of other classes at Cardozo.

4. Unfortunately, interest among regular social studies teachers was not high. We found that a concern for the traditional books with their "solid" material blocked out a real interest in an approach that lean heavily on outside trips and not-yet-published materials. According to the Passow report: "The textbook dominates as an instructional material. On the questionnaire, 95 respondents said they use the textbook 'much', 33 said 'some' and only one teacher responded "not at al". Considering the fact that a great many of the children in the District have difficulty reading the textbooks used, concentration on its use as the major material has to be seriously questioned.[1] It must be noted, however, that these teachers were

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[1] Passow Report, P. 314.

very busy and did not have the assistance in their own classes that could free them to look into other programs. This is one of the reasons why we feel a teacher institute and proper support is so important, if this class is to succeed.

5. Cardozo's administrators were not originally particularly receptive to this class and the administrative disruption it created. The Passow report noted: "In speaking to task force members, administrators throughout the District were sharply critical of the deviation from textbooks and curriculum guides that is taking place in the "model" schools. It seems fair to say that the "desirable" teacher, from the standpoint of supervisors and administrators, is one who follows guides and texts, but supplements with other instructional materials and tries to relate what is being covered to the lives of the children and the times. Most subscribe to the view that the "basic" content of the text is especially important for the lower-class child. They do not accept the concept of a compensatory education which attempts to give the disadvantaged a different kind of education in order to overcome the disadvantage.[1] We have always had to fight to get the class placed at the end of the school day. We have even had to fight to get students assigned or allowed to take the class. We felt that the course was accepted originally because the Model School Office ordered it accepted. Now, the administration is more open. It is easier for students to take the course, and underclassmen are allowed to take it.

During the experimental period of this class, few new classes were offered at Cardozo. Curriculum was set and very difficult to change. New class offerings were thought to create additional work for the counseling staff and disrupted the routine of class assignment at the beginning of each period. Thus, the administration had to be pushed to remind counselors of the class existence and to work it into the master schedule of class and room assignments.

Since that time, pressure from special interest groups, including ours - for Black studies, Asian Studies, African languages, for instance - has made such classes a regular part of the school, and the administration's attitude is one of moderate acceptance.

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[1] Passow Report, P. 318.

Another source of resistance lay in a defensiveness of the "old line" teachers at Cardozo to methods and materials advanced by young, relatively inexperienced teachers, and "outsiders". This defensiveness was given a particular edge by the brashness and insensitivity of the Cardozo Project in Urban Teaching during its first year in the school (1964). Although relations improved considerably by the time the class was taught, a number of faculty members remained suspicious and resentful.

Recommendations and Conclusions

What we feel we have developed in this experimental program is not so much a program of day-by-day lesson plans that can be used by teachers across the country. Rather, we feel that we have discovered the beginnings of a method, an approach, which might be used as a guideline. The lesson plans outlined in this report, and the detailed book to be completed later, should be used only as a springboard from which teachers can create urban problems courses as they are applicable to their own cities.

In this regard, it is significant that Roger Schneidwind, the course's teacher for 1967-68, often suggested deviations from the original course concept. In 1968-69, the course's idea was accepted by teachers in Western and Eastern High Schools, but the teachers involved used only the method, not the lessons. It is this ability to use the course as a springboard that we feel will be most useful to the academic community.

Our experience, then has suggested several steps which we feel should be taken to take advantage of the materials and methods developed through this course. The Office of Education could offer considerable leadership in this direction.

These recommendations are mainly concerned with actions leading toward implementation of the expansion of urban studies curricula and methodologies in public schools, rather than with additional studies the Bureau of Research might undertake.

1. More important than providing a set of finished materials is to develop in teachers a sensitivity to the issues, and a facility with ways in which students may be brought into a learning relationship with the city. The core of such training would bring teachers, professionals, and curriculum writers with some experience in urban problems together with public school social studies teachers. These teachers would learn how to use city resources and urban studies materials. The sessions might take the form of summer Institutes - supported by NDEA stipends-in-service training sessions forming the course of a semester. These efforts could be funded under existing legislation. Perhaps the need now is to develop several demonstration models of a teacher-training institute or in-service series based upon this approach to civics.

A more ambitious way to ensure a continual training process would be to set up an urban studies curriculum workshop for a school system, or for a school district. Practitioners of urban professions and curriculum writers would provide a skeleton staff. Classroom teachers could be assigned to the workshop for semester or year periods. During this stay, teachers would be relieved of their school assignments and spend time trying out new materials and developing materials of their own. They would then return to their school while others would study with the workshop. This process would help ensure a constant flow of new materials and ideas to public school classrooms.

2. Our continuing difficulties with traditional school scheduling and requirements leads us to recommend that an effort be undertaken to train administrators in flexible structuring of the school schedule to accommodate new instructional methods. There is a need both to acquaint administrators with the ways this can be done as well as to help them see its desireability. It is also important for administrators to develop a greater sensitivity toward the necessity of organizing instruction around educational goals. Institutes and/or in-service training sessions for principals, assistant principals and administrators could be funded under existing legislation. They might be tied to the teacher training activities.

   The Office of Education should also offer technical assistance (or funds for its purchase) in the area of restructuring administration and scheduling, and make innovative experience available on a broad scale to local agencies.

3. Creating realistic and useful urban studies instruction would be greatly enhanced by the aid of professionals and others who are actively involved in the political and social life of the city. Planners, architects, public health doctors and specialists, recreation leaders, lawyers involved in community law, police, transportation experts, to name a few, could be offered a "teaching fellowship" stipend to take a year away from their work to devote full time to working with teachers and classes in the areas of their expertise.

4. The development of a model civics class for predominantely white and middle class (suburban) students would be an important step in helping these students appreciate urban problems.

   A study should be made of the major issues which should be approached in a class for these students, and of the ways that they can be taught in a public school classroom. One very strong element, we suggest, would deal with personal and institutional racism. This could help students confront and deal with their own and their communities' racial feelings.

5. We feel it is imperative to the success of a nation-wide urban problems program that an "information clearing house" be provided where urban affairs teachers and consultants across the country can deposit their materials and suggestions. This would provide a source of materials for those wishing to start their own courses, or to add additional information to their own libraries.

Appendix I
Curriculum Summary
Unit I - What is Washington?

The assumption behind this introductory unit is that although the city surrounds our students and much of the information about it is already available to them, they do not really understand its dynamics. They may look at the city, but they don't yet "see" it. The purpose of this unit is to sharpen the students' preceptions, provoke them into thought and help them organize some of the information they already possess. In the process, students are introduced to sources of information and skills which will be used throughout the course, particularly in the planning stage.

Lesson 1. A recording of "Downtown", and an impressionistic film, "Very nice, very nice" provoke students into thinking about the makeup of city life and how it can be described. Students are asked to find appropriate descriptive adjectives and to justify their choices. As the list grows, the class sees that many of the adjectives are contradictory.

Lesson 2. The Class reads a description of Washington by a fictional tourist who sees only the official city of monuments, government buildings and parks. From his limited exposure, he makes false conclusions about Washington as a whole. Students seek errors of fact and false inferences about the city. In discussing why his conclusions about Washington were so wrong, students learn that he didn't explore the city and didn't get correct facts.

Lesson 3. A "tour" of the major districts and neighborhoods of the city enables students to make their own observations about the different faces of the city. As preparation, the class studies the city's basic geography and traces the itinerary on street maps.

The Class also discusses what they know, or think they know, about the areas they will see. The teacher provides a set of note sheets for their observations on the trip, asking them to make notations about people in each area, housing (buildings), streets and traffic, and open spaces.

Lesson 4. Field Trip. The itinerary takes about 3 hours:

1. Near Northwest - the "Gold Coast". Largely black, middle class district on 16th St. in the Carter Barron area. Students leave bus to walk for a block or two and talk with people.

2. Upper Northwest, west of Rock Creek Park, is nearly all white, and high income. Military Rd. to Massachusetts Ave.

3. Embassy District - Dupont Circle. An extremely mixed area, official and residential, very lively and very sedate. Students may wish to walk here. Massachusetts Ave. south to Dupont Circle.

4. P St., N.W., from Dupont Circle to 3rd St., N.W. The character of the street changes dramatically from relative affluence to slum conditions, while the predominately row-house style hardly changes.

5. Shaw. A high concentration of poor and black, one of the worst areas in the city. Students may walk if they wish. South on 3rd St. through Shaw into Southwest.

6. Southwest. Students may walk through the redeveloped area. From the bus, they should see the public housing which remains in contrast to the middle and upper income construction.

7. Bus passes through Southeast and behind the Capitol via Capitol Hill.

   12th St., S.E. and N.E., and returns to the Capitol via Maryland Ave., N.E., for a view of the range of affluence and poverty on the Hill.

8. The Mall-Federal Triangle. Students may walk on Constitution between 10th and 15th at some point to get a sense of the massive government buildings.

9. Georgetown (Optional) - Restored, upper income area, formerly a slum.

Students complete their written observations as an assignment.

Lesson 5. Class discusses the idea that there are two Washingtons, or more than two. Class compares observations of the city, and students are asked to summarize their descriptions. The idea that Washington is "two cities" is introduced and discussed: black/white; rich/poor; government city/people's city; etc.

Lesson 6. To gather more information students are challenged to gather information about the city from city agencies and other sources. Students, working in groups outside the classroom, are to find the answers to a list of questions by contacting government sources and city organizations by telephone. Four days are allowed for the work. Groups match their success in finding the information during an in-class contest.

Lesson 7. Students discuss the major problems people face in the city. They conduct a man in the street survey to find out what Washingtonians feel are the worst problems. Class joins with a suburban class to conduct the survey in Washington and the outlaying areas. Classes discuss interviewing and role play difficult interview situations. A journalist helps the class learn how to ask questions and how to approach interviewees. Classes are assigned 10 interviews each.

Lesson 8. When work is completed, the class meets together to tabulate the results, categorize the problems and discuss the differences between black and white responses, and between downtown and the suburbs. Most problems mentioned will be the subject of study during the course, and others can be the basis of research assignments.

Unit I - Materials & Sources

Lesson 1.

Petula Clark, "Downtown," Capital Records.

Film: "Very Nice, Very Nice," 11 minutes, National Film Board of Canada

Lesson 2.

"A Tourist's View of Washington," GM.*

Lesson 3.

3-transparency set on Washington's geography, showing (1) the boundary; (2) the rivers; and (3) the quadrant divisors. GM.

Street Map of Washington, Prince Lithograph Co., Inc., Arlington, Virginia.

Lesson 4.

"The Faces of Washington," observation recording sheets, GM.

Lesson 7.

"Interviewing," GM.

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* All references to "GM" refer to Betty Garman and Jay Mundstuk.

Unit II - History and Population

This unit takes student back to the drawing of the original plan for Washington - a baroque scheme for grand seat of government - students learn the contrast between the plan and the reality of its growth. From a study of L'Enfant and Banneker Plans, students learn to analyze a plan and to understand the planners' purpose and method. From study of the city's growth, they begin to understand some of the unique forces at work in Washington's history (such as the role of Congress, conflicts between transients and permanent residents migrations, the strong and old black community) and the difference between social and physical planning.

Lesson 1 (2 days)

Students are given a copy of L'Enfant's original plan for Washington and a map of the present city. They discuss generally a plan's components and purpose. Working in groups, they are then asked to look for the basic elements of L'Enfant's plan and from that to identify the government buildings as the main part of that plan. When it is clear that students have an overall grasp of L'Enfant's plan, students are led to discuss it as a blueprint for Washington. They try to determine L'Enfant's intentions. They discuss what was omitted from his plan, and what, if the students were planning the city, they would want included. Finally, students consider why the plan excludes housing or social service facilities that would enable people to live in the city. They are looking for (a) an understanding of the purposes of a planner - in this case, the creation of a seat of government - and, (b) the difference between a strictly physical plan and a plan for a city where people can live. A comparison between situations then and now can be made by asking students to compare a current map with L'Enfant's plan and to discuss whether his approach would work today.

Assignment: Read "The First Hundred Years" with a written assignment on city problems.

Students then read an account of a fictional "vistor" to Washington in 1797, to help them understand the difference between the well-ordered theoretical plan and the chaotic reality of the city's beginnings.

Lesson 2 (2 days) - The First Hundred Years

Students study a series of first-hand descriptions of Washington written by visitors and residents during the city's first hundred years. From these they learn that Washington's growth was slow and spotty. It was hampered by neglect, and frustrated by tensions between official and human needs, and between the white city and the large Black community. Most are authentic contemporary accounts. The long "memoires" of a Black man was based on Constance Green's Secret City, and Washington, City and Capital (2 vols.). Students identify the city's problems during its early period of growth, discuss the differences between white and Black Washingtonians, and compare that city with the one they know.

To learn why Washington grew as it did, students learn how to seek evidence and draw conclusions. They comb the original records and accounts for facts and clues which would help explain Washington's problems. They are also given an additional fact sheet.

Lesson 3 - Students are introduced to Washington's population patterns by conducting a short survey among themselves and their families to determine the extent of their residential mobility. Places of residence and number of moves are tallied in class. Students draw and analyze charts which these patterns illustrate to learn that families of today are highly mobile. These charts also show the heavy migration from the south and from rural areas over the past two decades. Assignment: study a chart of population statistics for the city since 1800.

Lesson 4 - Students seek patterns of urban growth and change from published statistics as they did from the figures generated by their own survey. The figures show Black and white population for each decade, together with the place of origin of each population, and the total figures for the SMSA since 1940. Students look for the changes that have taken place in Black and white populations, such as the great increases in the Black population following the Civil War, and World War II, the large numbers born outside the District, and the decreases in whites during the 1950's.

Assignment: Read "People on the Move"

Lesson 5 - What are the reasons for this mobility? The human side of this migration is shown in accounts of southern migrants and their city experiences, and of "migrants" from the city to the suburbs. Motivations are compared for more clues to the reasons for patterns of city growth and racial and economic isolation.

Lesson 6 - Test

Unit II - History and Population
Materials & Sources

Lesson 1.

"The L'Enfant Plan for Washington," from Washington in Transition, AIA Journal, New York, New York, 1963.

"Plan of the City of Washington in the Territory of Columbia..., 1792," copy of the Ellicott Engraving of the Banneker Plan, in Wilhemus Bryan, History of the National Capital, 2 vols., Harper & Row, NY, NY, 1916.

"Report for the Boston Globe, Georgetown, September 10, 1797", GM, drawn from descriptions of the site during the 1790's, in (Greene)

Lesson 2.

"The First Hundred Years," a series of short first-hand descriptions of the physical city and aspects of life covering 1800 to 1890's, quoted in Constance McG. Greene, "Washington, Village and Capitol, 1800-1878," Vol. 1, passim. and drawn from:

Charles Dickens, American Notes for General Circulation, London, 1892.

Frederick Law Olmsted, A Journey in the Seaboard Slave States in the Years 1853 - 1854, 2 vols., New York, 1904.

Washington Gas-Light Company, Growing with Washington, the Story of our First Hundred Years, Washington, 1948.

William Quereau Force, Picture of the City of Washington and its Vicinity for 1845, Washington, 1846 and 1848.

Frances Trollop, Domestic Manners of the Americans, ed. Donald Smalley, New York, 1949.

and fictional accounts (GM) based upon Mrs. Greene's descriptions (Ibid.)

"Memoires of a Black Man in Washington - 1830 - 1870," GM, based upon the history of the Black community in Constance Green, The Secret City, Princeton University Press, Princeton, N.J., 1767.

Lessons 3 & 4.

Population: City of Washington, 1800 to 1963, by race, place of origin and prior to 1870, slave status. Green, op. cit, vol. 2, p. 89 and vol. 1, p. 183.

Population of the District of Columbia and the standard Metropolitan Statistical Area, 1940 - 1960; drawn from the US Decinnial Census, 16 - 18th.

"Washington Area Growth ...November 4, 1964 to November 4, 1968," from Homer Hoyt, "Local Area Leads Big Cities in Growth; Suburbs Dominate," Washington Post, August 25, 1968.

Lesson 5.

"Something Better," account of blacks moving from rural south to Washington, adapted from Haynes Johnson, Dusk at the Mountain, (Doubleday and Co; Garden City, 1963), p. 36 - 47.

Unit III - Housing

This unit introduces students to three elements of the housing crisis - (a) the scarcity of adequate housing for low and low-middle income families; (b) discriminatory practices in the city and suburbs; and (c) aspects of the division of right and responsibility between landlord and tenant which contributes to housing deterioration and eviction problems.

Lesson 1 - Students in groups investigate the ability of the housing supply to meet the people's needs. They search the classified ads for housing in D. C. adequate in size and reasonable in cost for two hypothetical families: one, large with a low income; the other, small and middle class. When they compare their results, students discover that there is almost a total lack of housing adequate to meet the needs of the poor family. The class (1) advances some ideas about why this is the case and (2) discusses what the family might do. The possibility of public housing is raised and data is provided showing the long waiting lists for public housing apartments.

Assignment: Students search for suburban housing for the large low income family and compare these results with those for the district.

Lesson 2 - Members of the class present their findings, and the class is asked whether there are more places available in the suburbs than in the city. In most cases, students will have found that rents lower and there are more multiple-bedroom apartments, and conclude that the family should live there. The class is then presented with a map of the SMSA showing race and income distribution, and students see that a very low percentage of low income and black families live outside the District.

Assignment: Read case studies on discrimination in the District and the suburbs; descriptions of a two-price system; a survey of racial policies of suburban high-rise apartments; and "confessions of a block buster" taken from the Saturday Evening Post.

Lesson 3 - The class learns that discrimination is one of the major causes of segregated housing patterns. They study the techniques used to restrict occupancy, the methods of the blockbuster and the psychology of the situation he exploits. The question of fairness is then raised. The class is asked whether a landlord does or should have the right to rent to whom he pleases and charge what he wishes. Teacher acts as devil's advocate to force students to logically support their arguments and to consider the balance between the rights of the property owner and the "human" rights of the renter. The discussion can take the form of a debate.

Assignment: Consider the kind of law you would pass against discrimination - including outlawing certain practices, penalties, and enforcement.

Lesson 4 - Students work in groups to draft a fair housing law. A list of examples of various kinds of discrimination is provided to help students focus on which they would forbid. Each group presents its work to the class, the "bills" are debated and a vote taken on a final version. Results are preproduced for the next session.

Lesson 5 - Class reads the D. C. Fair Housing Regulation and a suburban fair housing law and compares their provisions with their own. Students identify strengths and weaknesses of the official laws. They study case materials on the effectiveness of the law on ending discrimination, especially focusing on enforcement. Students discuss how effectiveness might be improved.

Lesson 6 - Students study a standard lease agreement to learn the vocabulary and to see how the "rights" and "obligations" of tenants and landlords are divided under the lease agreement. Students discuss parts of the lease they have difficulty understanding and those they do not feel should be in the lease. A list of the responsibilities of each party is made and kept for comparison with the duties imposed on the landlord under the Housing code.

Lesson 7 - Students study the D. C. Housing Code to understand what it is, what it covers, and how it divides responsibility for maintenance between landlord and tenant. Students learn that the code as written is strict, and that it generally favors the tenant. Students look back to the lease and point out responsibilities which the landlord has "signed over" to the tenant.

Lesson 8 - Case studies of Code enforcement and landlord-tenant relations. These focus on the long litigation over Clifton Terrace, a large, badly deteriorated inner-city apartment complex, and on the data concerning the degree of deterioration in the District. Students discuss the effectiveness of the laws.

Lesson 9 - A lawyer from the Neighborhood Legal Services discusses attempts to change the landlord-tenant law and to enforce the Housing Code. He explains such tactics as rent strikes and rent receiverships.

Lesson 10 - The class, with an NLS lawyer, may visit Landlord-tenant court, or meet with representatives of one of the community-owned housing development corporations.

Lesson 11 - The class reads, role plays and analyzes a fictional discussion between landlord, two tenants, a builder and a neighborhood worker, bringing all of the housing issues together. (Discussion was written by Mr. Mundstuk and Miss German). Students pick up the roles to discuss where responsibilities lie for the housing crisis.

Note: full discussion of ways to change the housing situation is held until the Community Organization and Planning units.

Unit III - Housing Crisis
Materials & Sources

Lesson 1.

"Two Families in Search of an Apartment," GM.

"Housing Facts" Statistics on availability of adequate housing, overcrowding, overcharging, public housing, and rent structures in the city and suburbs, from National Capital Housing Commission Report (1966). "Distribution of Population by census tracts in the SMSA race," from Report (1966) Apartments, unfurnished; Rental, houses.

"Classified Advertisements", Washington Post, Washington Star.

Lesson 3.

"The Two Price System" from Haynes Johnson, Dusk at the Mountain, (Doubleday, Garden City, 1963), p. 83 - 87.

"The Suburbs Like It is," from ACCESS

Norman Vitchek, "Confessions of a BlockBuster," Saturday Evening Post, vol. 235, July 14, 1962, pp. 15 - 19.

Lesson 4.

"What Should be Forbidden", GM. List of kinds of discrimination for class decisions.

Lesson 5.

D. C. Police Regulations, Article 45, (Enacted 1963): Prohibiting discrimination by reason of Race, Color, Religion or National origins against persons seeking or utilizing housing units in the District of Columbia.

Lesson 6.

Lease Apartments - "B", Washington Law Reporter from 273, 1625 Eye St., N.W., Washington D. C., 20006.

Lesson 7.

Langston Hughes, "Ballad of Landlord," is Hughes, Selected Poems, Arthur Knopf, New York, New York, 1959

"Profit Through Your Housing Code," District of Columbia Department of Licences and Inspections.

Lesson 8.

"Clifton Terrace: A Case Study" adapted from the Washington Post reports... January 15 - 20, 1968

Leonard Downie, Jr., "Slum Investments Yield Large Profits," Washington Post, November 15, 1967, "Shaw Landlords have Poor Repair Records," Washington Post.

Lesson 11.

"Discussion among a landlord, two tenants, a builder and a neighborhood worker," GM.

U. S. Senate, Housing in the District of Columbia, Hearings before the Senate Subcommittee on Business and Commerce of the Committee of the District of Columbia, 89th Congress, 2nd Session, Thursday, July 21, 1966.

Unit IV - Consumer Problems

Lesson 1- Introduction to advertising. Students identify the slogans of several companies as an illustrative of advertising's impact on people. They study figures showing the amount of money spent on advertising yearly. Class discusses why and how people buy and whether advertising makes them want to buy.

Assignment: Readings on the evolution of advertising and an excerpt from Vance Packard's The Hidden Persuaders on how to uncover the "image" in an advertisement.

Lesson 2 - Class analyzes ads from national magazines to identify the image the advertiser wishes the reader to associate with his product. They distinguish that image from the few elements of fact in the ads.

Assignment: Find an ad and identify the facts and opinions, the image or association, and suggest what more information you wish to have about the product to decide if it is worth buying.

Lesson 3 - Students discuss their ads and how they make buying decisions. To dramatize quality vs. advertised image, teacher presents class with sets of unlabeled food samples, such as cheese, canned fruits, and soap. One item in each set is a national brand, the other the local supermarket's "house" brand which is a few cents cheaper. By tasting and testing, students are challenged to find the high quality, more expensive items, without knowing the brand name. Students mark down their choices and teacher then reveals the answers. (In many cases, the less expensive items were voted as the better of the two or no difference was detected).

Lesson 4 - Students discuss ways to determine quality and value of merchandise. Class studies copies of Consumer Reports on products such as furniture, cars, cosmetics, medicines.

Assignment: Read "Bargains: Real and Fake" on shady sales practices and ways to detect them.

Lesson 5 - Students role play a series of pressure sales situations in which "salesmen" use false advertising and sales techniques to induce "customer" to buy. A consumer expert may meet with the class to help in the role plays and discuss ways for customer to protect themselves.

Lesson 6 (2 days) - Students are given a case study of a man buying a TV set faced with four possible credit arrangements at a major department store, at a discount house, at a bank, and at a private loan company. Students are told the terms of repayment, and the interest percentages, and are asked to figure out which deal is the least expensive when all payments are made. Class, with teacher's assistance work through each deal, learning how to calculate true interest over the repayment period to determine total cost.

Lesson 6 (alternative) Class plays "Consumer", a simulation developed by Coleman Associates of Johns Hopkins University. The game's principals are "consumers" and "credit officers". The object for the consumer is to purchase the most amount of merchandise while remaining solvent, while the credit officers each try to maximize loans and interest over a period of "12 months". The game helps students develop skills of planning, calculation, and negotiation, and to understand how the consumer-credit system works.

Lesson 7 - Test.

Unit IV - Consumer Problems

Lesson 1.

"The Great Potato Chip War," Time Magazine, July 29, 1965, p. 71. Statutes adopted from Scholastic Teacher, Jan. 7, 1966, p. 3 - 6.

Lesson 2.

"Analyzing Ads: Techniques of the Hidden Message", adopted from Vance Packard, The Hidden Persuaders (David McKay: New York, 1957)

Advertisements from national magazines.

Lesson 4.

Consumers Report, selected issues, Consumers Union of the United States.

Lesson 5.

"Bargains Real and Fake", adopted from Ella Gale, $$$ and Sense, Complete Guide to Wise Buying, Fleet Pub. Co., N.Y., N.Y., 1965

Lesson 6.

"Buying a TV", GM. 4 alternative installment credit arrangements.

"Consumer," a simulation by The Coleman Associates, The John Hopkins University, 1967.

"What May Happen if you Miss a Payment," case studies selected from David Caplowitz, The Poor Pay More; Free Press, N.Y., N.Y., 1967

Additional material, Film: The Poor Pay More, National Educational Television, 60 minutes (NET Film Library, Bloomington, Indiana.)

UNIT V - EMPLOYMENT

LESSON 1. Students are asked to write brief descriptions of their plans for school and/or work after leaving high school. Class then searches the Help Wanted ads of the newspapers, and a series of Civil Service job announcements. Each student picks one to three jobs or types of work that appeals to him, and notes the duties, location, benefits, and education required. Class then reads choices aloud and the jobs they prefer are tallied by category- medical, technical, managerial, industrial, etc., and education level professional, technician, skilled.

LESSON 2. The class researches their areas of interest. Students working individually or in small groups study appropriate sections of the Labor Department's Occupational Outlook Handbook, discussing their choices in terms of future opportunities. Cataloges from local colleges, and universities and specialty schools are also available.

LESSON 3. Depending on the direction of student interest, teacher invites one or more representatives of those professions, trades or technologies most interesting to students. Visitors work with students in small groups, answering questions and counseling.

LESSON 4. Students visit the Washington Technical Institute, and meet with occupational counselors to discuss the school's offerings.

LESSON 5. Students are asked to write again of their school and work plans following graduation. Class divides into small groups and teacher works with each in turn, adding discussions of their plans.

LESSON 6. (Optional) Class completes a Form 57 for one of the available Civil Service Jobs and role plays a job interview, but only if class needs work in this area.

LESSON 7. Class is asked, why are people unemployed and why are they poor? To stimulate discussion, class studies descriptions of several people with different educational and skill backgrounds, and identifies those who would be likely to be unemployed and why. Case studies focus mainly on reasons of skill, education, health and location.

LESSON 8. Students read a description of Richard, an unemployed, discouraged man taken from Eliot Liebow's Tally's Corner, and discuss why he is unemployed. Unlike the others, Richard has a family and has worked occasionally, but the indignity of available jobs and his own sense of inadequacy keeps him from working steadily of from trying something more substantial. Students discuss the differences between Richard and the others, try the psychological aspects to his unemployment and what might make a difference for him.

LESSON 9. Class studies the Department of Labor's report, "A Closer Look at Unemployment in U.S. Cities and Slums," which identifies and describes "underemployment" as a major cause of poverty. Students study the report's statistics and descriptions of underemployment and relate the concept to Richard's story. The report's conclusion that the problem can be solved leads to a student discussion of the ways it might be done. (Study of ways to achieve economic change) in Unit VI, Action for Change, completes this sequence.)

LESSON 10. Students read a story, "1999" (GM) a fantasy on employment conditions in a highly automated, highly educated society, in which people change jobs frequently, giving students a look at a possible future in which they will live.

MATERIALS AND SOURCES

Unit V - Employment

LESSON 1.

Washington Post and Washington Star, Help Wanted section, Position announcement bulletins, U.S. Civil Service Commission.

LESSON 2.

U.S. Department of Labor, Occupational Outlook Handbook, Bureau of Labor Statistics, 1965.

Catalogues, Washington Technical Institute, Howard University, Federal City College, George Washington University, American University, Georgetown University.

LESSON 7.

Case studies, GM.

LESSON 8.

"Richard," adapted from Eliot Liebow, Tally's Corner, (Little Brown: Boston, 1967).

LESSON 9.

U.S. Department of Labor, "A Closer Look at Unemployment in U.S. Cities and Slums, Office of Policy Planning and Research, 1966.

LESSON 10.

"1999", GM, adapted from writings on the effects of automation including Charles Siberman, The Myths of Automation, (Harper: New York, 1966)

Unit VI - Action for Change
(Community Organization)

Most of the work takes place outside of the classroom, and in-class discussion depended entirely upon student reports and materials generated in the course of their investigations.

The class investigates community-based organizations seeking change in housing, jobs and economy, schools, neighborhood and in police-community relations, and interviews their leaders to find out what they are trying to do, how they are doing it, and whether they are having any success. Those chosen to study must be involved in issues of current concern, involving community leaders, and representing a new direction in the relationship between power and people.

The students are divided into groups for the projects. Their subjects are either provided by the teacher and drawn by lot, or developed from the areas of greatest student interest. Each subject will include three or four organizations and/or sets of interviews. Student materials include the names, addresses and telephone numbers of the organizations and a contact person in each, the specific assignment (interview, visit, etc), and questions to guide the student in making the interview. For this class, the assignments were:

I. Motion for Change in Housing.

New ways of running, selling and renting housing to substitute for the private landlord or tenant system:

A. The Housing Development Corporation, rehabilitating Clifton Terrace and planning to run the project as a community venture.

B. The Urban Rehabilitation Corporation, designed to make under standard housing liveable and reasonably priced.

C. The Reconstruction and Development Corporation, involved in rebuilding riot areas and community ownership.

II. Action for Economic Change

Ways of insuring adequate economic resources for the poor; unemployed or underemployed.

A. PRIDE, Inc., and PRIDE Enterprises, Inc., tryout run training and entrepreneurship program.

B. Ref. Jobs 26 (and the Employment Service) connecting people with available jobs.

C. D.C. Manpower's job training programs (MOTA, New Careers, JOBS), the government's manpower program, under the Department of Labor.

D. FAIR-MILLO - Community corporation beginning to produce goals and hiring only local labor.

III. Action for Educational Change

Ways to improve education and to involve communities in the control of the schools.

A. The Freedom Annex at Eastern High School, started by a student group, the Modern Strivers, run largely by the students, staffed by professional teachers and non-professionals. It deals with "black studies", urban affairs.

B. Community Participation and Control - The Morgan School. Interviews Principal of Morgan School, President of the Cardozo PTA, and Cardozo's Assistant Principal for a spectrum of opinion on decentralized control and community participation.

C. D.C. Student Coalition for Education Now, a group backed by Board Member Julius Hobson seeking greater student influence in school matters.

IV. Action on Crime and Police-Community Relations

The issue then was the extreme tension between the policy and the black community.

A. The City Council's Police Gun Regulation, a proposed limitation on the policeman's right to use his weapon. Interview of council member and a local policeman.

B. The Black United Front's proposal for complete local control of the police.

C. The Office of Economic Opportunity's Model Police Precinct, offering a form of citizen participation in the running of a high crime district.

V. Action for Change in Neighborhoods

How can neighborhoods improve government service and conditions in their areas?

A. Neighborhood Planning Councils, local boards which develop summer youth programs, using summer NYC funds and coordinated by an Office of the D.C. Administration.

B. Change, Incorporated, a Cardozo group concerned with community services.

C. 12th St. Community Club, a very active black organization, operating just south of Cardozo High School.

Students then discuss their findings in their groups, comparing the differing methods toward similar goals and their judgements about the effectiveness of the approaches. They prepare a report on the findings for the rest of the class - including information they may have gained from visits and printed material obtained during their investigations.

Unit VII - Planning

Lesson 1 - Introduction to planning. Students review the plan, maps, and plans for the city for 1860, 1900 and as projected for 2000. A speaker discusses planning and urban planner's function with the class.

Lesson 2 - Southwest Washington, D.C.: an example of "central" planning. Students observe the area during a field trip to find out what was done in Southwest and to identify the elements of the plan. Students are asked to observe and describe in writing the housing types, commercial arrangements, transportation for cars and people, community facilities and schools. On the way, the class is shown pictures of the Old Southwest.

Assignment: Readings on the history of Southwest planning.

Lesson 3 - The Southwest (2 days) Class reviews the findings and conclusions from their trip. From their observations and the history of the S.W. plan, the class discusses how the planning decisions were made and by whom, for whom the plan was designed, and how it was paid for. Students should discuss the middle-class nature of the area, and the value of planning exclusively by experts, as well as their views about S.W. as a place to live.

Shaw Planning Project:

The project is carried out over a number of weeks, interspersed with other materials. The lessons do not necessarily represent sequential days.

Lesson 4 - Photo essay on Shaw. Class first explores the Shaw Renewal Area by means of a photo essay illustrating their perceptions about the area. Students are divided into groups, and work cooperatively with the cameras and other materials to develop a form of reportage. They are urged to include a narrative describing the design of the area they found and its problems. The project takes about a week to ten days and is done largely out of the class. (see appendix).

Lesson 5 - Housing Survey. Students conduct interviews on the street to find out about housing conditions in Shaw. A day is devoted to tallying the results and discussing the results.

Lesson 6 - Ideas for the new Shaw. Students question planners and citizens from MICCO, the Model Cities Council, RLA, NCPC and other organizations concerned with rebuilding Shaw to find out what they think should be planned for the area, and for whom. They discuss how the planning decisions should be made. Results are reported in class, students compare and assess the ideas. The class will be reminded about the original plan for Washington, and the Southwest in thinking about the answers to these questions. Alternative: Speakers from the agencies are brought into the class over two or three days, followed by a day to summarize and discuss their ideas.

Lesson 7 - Planning steps. A community planner outlines with maps and other materials the specific steps he takes in working out a plan for an area, including land use, institutional use and home ownership surveys.

Developing a plan for Shaw.

The class, in groups, works through the process of surveying and decision making to create a blueprint for Shaw. The area is divided into sections, one for each group. Each group is assigned a section of Shaw to survey and design. Professional planners involved in redesigning Shaw work with individual groups as advisors as students go through the planning process steps. (see appendix)

Lesson 8 - Stage 1 - What is there now? The groups study land use, institutional use and home ownership maps of their sectors. They survey the sector to locate specific features such as large businesses and parking lots, community services, recreation, etc. They also conduct a housing survey to make a rough judgement on the type and condition of the housing in their sector. The information is summarized on individual sheets for each square in the section. (see appendix)

Lesson 9 - Stage 2 - Planning Decisions: What is needed? The groups work through the Planning Guide (appendix) to determine the needs of the community, to see if they are being met, and to determine how they should be met. The plan should consider housing, commercial facilities, education, community services, recreation and parks, and transportation. Students seek out additional information they may need to make the basic planning decisions from written materials available in the class, or by contacting community agencies. Group decisions are discussed with the teacher and professional advisors, and compared in class discussion.

Lesson 10 - Stage 3 - Execution of the plan. The groups now return to their maps and review each square inch to decide what should be done with each. They consider their decisions about what is to be built in the sector, where it might go, and the condition of housing or other facilities on the square; whether two or more squares might be joined together to make a larger lot for building a hospital, for instance, what streets will be needed as major transportation arteries, and so on. Students report what will be done with each square (as it is now) and show what the square will look like after it has been redesigned. (appendix - Final Plan for Square).

Lesson 11 - (Optional) If time and professional assistance is available, groups build a model of their sectors.

Lesson 12 - Each group's work is presented and explained to class, and the decisions each group made about his sector and Shaw as a whole are discussed. The final work can then be presented to one of the planning organizations, the Mayor's office, or other city officials.

Unit VII - Planning
Material & Sources

"The Southwest Urban Renewal Area, January 1968", Report of the D.C. Redevelopment Land Agency.

"Shaw Renewal Plan Snarled in Red Tape" Washington Post March 16, 1968.

Nicholas Von Hoffman, "Cardozo", Potomac Magazine, Washington Post, February 12, 1968.

Shaw School Sites: Proposals for Community Discussion, D.C. Board of Education, National Capital Planning Commission, D.C. Redevelopment Land Agency.

Government of the District of Columbia, Proposal to Plan for a Model Neighborhood, A Summary for Citizen Consideration, 1967.

D.C. Redevelopment Land Agency, Urban Renewal 1966, Annual Report.

Concerned Citizens of Central Cardozo, 14th St. Interim Assistance, summer, 1968.

National Capital Planning Commission -
    Land Use, Institutional Use, and Square Maps of the Shaw Urban Renewal Area.

Technical Assistance and collaboration -
    Joseph Gross, UPO neighborhood worker, CAP
    Edward Bassett, National Capital Planning Commission.
    Tunney Lee, freelance architect and planner.
    Topper Carew, Director, New Thing Art and Architecture Center.

Health & Welfare Council, Where are they Now?, 1966. A study of the relocation from the Southwest during renewal.

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Conot, Robert Rivers of Blood, Years of Darkness, Bantam; New York, 1967. *

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Gilbert, Ben et al., 10 Blocks from the White House, Praeger; New York, 1967.

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__________ Washington, Village and Capital, 1800-1878, Princeton University Press, Princeton, 1962. *

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Jones, LeRoi Home, Morrow: New York, 1966.

Kozol, Johnathan, Death at an Early Age, Houghton Mifflin: Boston, 1967.

Lester, Julius Look Out Whitey! Black Power's Gon' Get Your Mama, Dial Press: New York, 1968.

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PERIODICALS

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Appendix II

Urban Problem

May 2, 1968

I called the main UPO number at 4:00 P.M. I explained that I was a senior attending Cardozo High studying Urban Problems, and that I was doing a project on the housing in the Shaw area. Comments:

"Wait a minute. I will connect you with the UPO center in Shaw. The extension is 551."

"I am sorry but we are getting ready to close. You will have to call back tomorrow."

May 3

This time I called at 3:30 P.M. I used a different approach.

"Good afternoon, I am a member of a research committee investigating the Shaw area. I need some information about the housing in Shaw. Could you help me?"

"There's no one here who could help you. We are getting ready to close. Call Monday at 9:00 A.M."

"But I need this information before then."

"I am sorry but I am only the secretary. You would have to talk to Mr. Vincent L. Jackson who is in charge."

May 6

Called twice; once at 11:45 A.M. and again at 1:04 P.M. I was told both times to call back later and ask for Mr. Smith. Called again at 3:20 P.M. Mr. Smith was still not in. The secretary took my name have Mr. Smith call me. As of yet, Mr. Smith has not called.

Glorian Roche 12-206

Appendix III

Urban Problems

From my window, which overlooks 14th Street (corner of 14th and Columbia Road, N.W.), my grandmother and I had a grand ring-side seat of the rioting on the "strip".

It all started on a Thursday evening. I was working that night and business was slow, as it was drizzling. On the announcement of Dr. King's death, my employer closed earlier. I had no idea that only two hours later would be the start of an unbelievable reality. There was no sleep for us that night or for a few nights to come. Continuous breakage of glass-frenzied shouts of looters, this continued all night.

Friday morning I went to school despite the pleading of my parents to stay home. "It's not over yet. This is only the beginning." Frankly, I couldn't believe this. Surely all the Negroes wanted was the merchandise they had stolen. However, I found out that there was more to come. That Friday afternoon, my friends warned me not to go home by 13th Street way. "Go home by way of 11th Street. They are killing every white person they see." This really unnerved me. Fortunately, one of the teachers drove me home. However, 13th and Columbia Road, N.W. was barricaded by police. I had no alternative but to walk the rest of the way. As I rushed home, I passed Negroes, their arms loaded with stolen merchandise. As I walked by them, sounds of "Hey Whitey, get the hell off the streets!" assailed my ears. To my amazement and horror, 14th Street was a picture of stark insanity. Hundreds of screaming Negro men, women, and children were tearing the gratings off of store windows, throwing bricks through windows, fighting over who was to get what. By the time I got upstairs, the situation had become worse. The Negroes were setting buildings on fire. In a few minutes, the air was so thick with smoke, you could not see across the street. Now, I began to become frightened. Our apartment building is above six or seven stores. One of these stores were set on fire. Firemen had trouble putting out the fires because the Negro youths were shooting at them.

That evening, my fears were increased. I happened to look out the window and saw a Negro man, woman, and twelve-year old youth break into White Tower--a hamburger joint. They had crow bars and tore up everything. After having stolen the food they wanted, the kid poured gasoline all over the place. The people ran outside and the boy threw a match.

The store was ablaze in three seconds. As the store was located next door, we were alarmed. Also, a fire had started in the basement of our building. Firemen told us we would have to evacuate. At the same time, our electricity blew out. For over three hours we waited and hoped and prayed that the fire would soon be under control.

During this waiting, I met a Negro man who lived on the same floor as I did. "For over 100 years we have waited for equality. Now is the time to fight to get what we want. I have nothing against you as a white person. You might say that you are my friend, but deep down inside you can't stand me. You could never be my friend. That's the way it is."

The fire in our building was soon under control, but the fire at White Tower raged until the early hours of the morning.

We were without electricity for over a week. We were scared to go out, except when the troops arrived.

My grandmother and I went out Saturday morning to look for some food. We went to the Safeway on 14th and Park Road. People were inside taking what was left. As we did not know when or where we could get additional food we went inside, "Come on, the stuff's free for the taking." I needed the food, so I came here. These were some of the remarks that were told us by the people we met.

On our way home, the troops continuously threw tear gas because people were still starting fires.

The situation calmed down, degree by degree. The curfew was finally lifted. However, I still believe that tension is in the air. It might happen again. But, it was reassuring to know that the troops are nearby.

Here is an excerpt of a letter written by a close friend of mine who lives in S.W. (her area was not hit) "...I was shocked and dumfounded at the terrible destruction of 11th street. I just can't understand why that kind of thing is allowed to go on. It's no use for anyone to say it can't be stopped for it can be. No force is used against them and that is the only thing that is going to stop them. I feel so sorry for those small businesses people who have been working hard trying to make an honest living. And then have a bunch of savages burn and destroy everything the business owners have. No one does anything about it. It's hard to believe..."

END?

TO QUOTE FR. L. MOUJE:

You've "Been To Hell and Back"!

I can well understand your feelings and reactions, and trust that these experiences have given you added depth of understanding into the social problems of the American Society...I refer to the man in your building who spoke or/ revealed his inner feelings.

I wonder how representative are his attitudes, of other Black men across country.

Glorian Roche 12-206

2

Appendix IV

D.C. and it's Educational System

As I interviewed some dropouts trying to find out why I only discovered that some did because they wanted to and didn't realize their mistake at that time. Then again I understood that some were put out and didn't exactly quit, they said they would like to return but can't.

Then again some quit because they said, "I couldn't get along with the instructors."

The boy that volunteered to write this essay was put out of school (Cardozo High) in the eleventh grade. This student had only three(3) months left before he complete the eleventh grade. He tried to get back in school, but they refused to take him. He also tried for night school. So instead of carrying to a higher authority he decided to give it up. And now he has been out of school since 1965.

Now he has volunteered for the Marine Corps. and he believe in a way he has a better chance.

The District of Columbia is indeed a city of broken dreams. Yes these are the words of a dropout, a person who knows whats happening out here. I attended Garrison Elementary, Shaw Junior High and Cardozo Senior High School. Out of the three Cardozo was the only one with decent lighting, and yet a child is supposed to get a good education when he can't even see what he's studying. Small classrooms, improper lighting and evil non understanding teachers are the problems with the schools here. I myself left school by force not because I wanted to, but after I got out, I just said to HELL with it. But now I'm sorry because if you have the education you can go as far as you want to go, and without you are going nowhere. So to all of you in school, Stay there because it's rouch out here baby.

K.T.G.
a fellow that knows

Appendix V

Good Observation and Job of Reporting!

I have checked my home and found nothing to write about. But I do have this friend who house is in bad shape. First I talk about the foundation and struction part the house need to be torn down. It is not safe at all because they have some window out cracks and breaks in the wall, floor are in bad shape hole cracks in the floor. Door has a few hole in it is not weather proof, rodent proof. She also say the rain come in their kitchen. Porch is full of dirt that might cause a disease. The house need painting very bad. It do not have a balanster and small children live there and might fall and get hurt. Ceiling look if it going to fall in any minute now. She said they pay $125.00 for the four room house. It has a lot of roaches rats and mice. The house is not fit to live in. The house also need some plumbing work done on it because the water in the bathroom run all the time, the back yard is full of garbage. The walk way are full of hole cracks. Water stand in yard if it rain. They don't try to keep the house clean. They also have bed bugs. It just isn't a place for human to live. They don't get much heat. Stairways is full of hazard hole in step not clean and other. She also said that water stand in the basement of the house when it rain, they also store cloth and junk in the basement which could cause a fire. They have one two light in the roof that will work, the other they have to run dropcord. It also could cause a fire by putting too much on one dropcord. They have hot water only at times. They do not have any wall outlet. The light do not work in bathroom. They do not have proper heating. They have to use there oven in the kitchen stove to get heat also they have to heat water. She said they report the running water the house red point to the landlord about six months ago. She also said rat are eating up all the cloth in the house. It is also a family of nine with out mother and father. She said her father was the only thing working in the house. There is not enough space in the house for all of them. They don't have to much in the house. The family really need help. This might sound like a lie but its true because I seen everything I have talked about. She also said the landlord promised to fix up the house but did nothing of the kind. One of her little sisters' was bitten by one of the rats. They also have a shortage in electricity.

Emma Johnson

Appendix VI

Jobs

I think anyone who lives in the district who really wants a job can get a job. I say this because it doesn't take a smart person to get a job, even people who never went any further than the 6th or 7th grade can do some type of work even if its just washing dishes. Many people say that people who can't get jobs turn to crime, but I don't think this is true I think they turn to crime because its the easy way out. Why work 5 days a week for $60 when you can take somebody's pocketbook and make $65 for 1 days work. Why get a job paying $75 a week when you can get a welfare check for $65 a week. Anybody who doesn't want to work just isn't going to work when there are so many other ways of having money and not working.

I also think many people don't know how to go about getting a job I think this is a big factor in getting jobs that pay good money. When an employer wants to hire somebody for $90 a week he doesn't want the person who is unshaven wearing bluejeans and has liquor on his breath, he wants the person who wears a suit and shows him that he really wants a job. I think an agency should be set up to educate people on how to attend an interview.

Reggie T.

Appendix VII

Our City of Tomorrow of Jobs

In the urban areas in our city and large cities particularly as I view it time and time again, the Nation faces, a major problem. Successful negroes are moving out of the vast slum areas, leaving behind communities that are inhabited largely by the deprived, the unskilled, the handicapped and new immigrants from the rural south. It makes all the more urgent that the federal programs for reclaiming these slums be adequately funded.

We must put our country first by giving top priority to the problem of our cities. This must be without regard to party or politics. The data in this report shows that people can make progress, great progress when they have the opportunity to do so. Our job in the coming days is to intensify our efforts to offer people a chance. Let us get on with the job.

On other issues, the mayors indicated yesterday they are willing to support Johnson Administration proposals, in part because this is an election year. Big-city mayors in the conference frequently accuse the Administration of providing insufficient funds for their programs.

Mayor Jerome P. Cavanagh of Detroit told reporters that many Democratic mayors believed an election year is no time to assault a national democratic administration. The two committees meeting yesterday endorsed the $1 billion appropriation level Mr. Johnson said he would seek for model cities programs and his plan to build, 300,000 homes for low-income families.

However, the mayors did call for a substantial increase in urban renewal funds and for a supplemental appropriation to step up the war on poverty this year. The Nation mayors are preparing to ask the Johnson Administration for an emergency public work program to provide jobs this year for 500,000 youths and men in the ranks of hard-core unemployed.

Creation of a half million public service jobs with Federal funds of about $2 billion was recommended yesterday by a mayor conference committee that met privately.

It clashes specifically with the Administration's emphasis this year jobs in private industry. President Johnson dismissing the idea of "make work" jobs typical of the depression era, early this week recommended stepped up subsidized training to induce private companies to hire 500,000 hard-core unemployed in the next three years. The mayors committee endorsed Mr. Johnson's plan but said more was needed. One member said the public employed male to work quickly but also would give state and local governments the manpower it needs to undertake public works projects.

This contrasted with the mayors conference's position last year when it recommended tax abatement as an inducement for business to provide jobs in slum ghettos.

Troy Koonce 12-120

Appendix VIII

Samples of Housing Interviews

This is what our interview with an intoxicant in the area of 14th and Corcoran Street, Northwest reflected: "Sir, how do you feel about your home?" "Lady! The landlord just came to collect her $87.50. I didn't pay her nuthin. My wife is sick of coming home listening to the leak in the bathroom and nobody knows where its comming from; and .ook, she let the children play all in front of our house and break out the windows, you can see right through our house. And you gonna think I'm lieing when I tell you this. One morning I got up and went down to the basement and what do I see but a bunch of drunks sleeping there. I ain't never seen 'em before. We asked, "Have you ever complained to the authorities?" "I didn't complain because I didn't know who to complain to. I got a letter just the other day concerning a shelter. It's in my coat pocket at work in my locker. Lady, this ain't no shelter!!" "We have CASH rats and roaches! We have so many rats and roaches until it's too many to count in one year. You can't even set your wine on the table and go in the kitchen to get some more unless you have a glass full of roaches when you get back. It sounds funny, but the situation isn't funny. I look out my bedroom window and I see cats looking at the rats and there are so many until the cats just sit there, they don't even bother to get up and chase them!!"

A 35 year old man on the 1400 block of Corcoran Street had the following comment to make about his home. "I am 35 years old. My home is in the Shaw area. I have lived in this area 13 years. I live in a 7 room detached rooming home with 3. My old complaint is that, I can't even bring my women in!!!"

We asked, "Did you have a bad problem with rats and roaches?" "DID WE???" "The trash wasn't collected regularly either. "How do you like this house?" "There is only one problem, the rent is too high!!" "If you have a problem do you complain to the Housing Authorities??" "Yes, we have organized a Block Council, which is headed by Mrs. Robinson across the street." "We submit our complaints to the Block Council, they in turn complain to the authorities." Our attempt to interview Mrs. Robinson was in vain because she had to go out.

An aluma from Cardozo High School living on the 1300 block of Riggs Street gave the following views on her street: "We've been renting this house for 18 years, but most of the homes are privately owned. I am satisfied with the general condition of this house and neighborhood. We have no complaints.

A 15 year old boy in the 1100 block of "R" Street felt this way about the neighborhood, "I've lived around here about 9 months and one third of the neighborhood is really terrible. The rent is O.K." We asked about repairs on his house and he said, "It took the real estate company two weeks to repair our faucet when we complained. The company really doesn't care about the conditions of these places." When asked about the garbage and trash collection he said, "They come when they feel like it." "Yes we do have rats and roaches," was the reply made when we asked about other problems. He told us that some remodeling had been done on his home.

A fireman at an "R" Street fire station when questioned, contributed the following: "We disinfect, so therefore, we don't have any bad problem with rats. Yes it's the worst area for fires because there are alot of wineos in these rooming houses that smoke in bed and cause many fires."

A disgusted 40 year old resident of "R" Street, Northwest had many complaints about his home. These included: "All my life I have lived in the Shaw area and I'm not satisfied. Mothers don't raise their children properly. They don't punish them when they are bad. Those kids throw bottles in the streets and break them. They 'cuss at adults. They fight all the time and when other adults complain to their parents, their parents call them inside like they are going to punish them. The kids come in the front door and keep on out the back door!" "Do you have any complaints about the general condition of your house?" "Yes, the rent is too expensive. The rats aren't as bad as they used to be because I got rid of them myself!!" "Do you complain to the Housing Authorities?" "Yes, I complain, but they take action when they get ready!! They go and get a dollar-ninety-eight cent can of paint and smear it on the walls, and get a little piece of wood for the floors and that's all they do!! Its done very cheap. The baddest problem is folkes dogs. They won't keep their dogs in their gates and look, (points to the manure on the ground) see that... that's because of somebody's dog!! Not mine. And see that house next door, if they ever had a fire and it started in the front, they would get burned up because theres not even a back door!!"

A 16 year old on 9th and "R" Streets complained about his home, he said, "We've lived in this house about a year. When we first moved we complained about rats and roaches. It took the Real Estate Company about 5 or 6 months to do something about it. I don't like the street and the house is about to fall in."

A gentleman of about 65 years old had these comments to make about his house, "Naw, I'm not satisfied living in these slums. Let me tell you baby, I stay here because I can't do no better. You know how it is with colored people. Yeah! the rent here is too high and baby if they finally do slap some paint on the walls they go up $2 more on the rent. I been living in this apartment about 28 years and I found it don't do no good to complain. I don't have no rats 'cause I called in an exterminator and got rid of 'em myself. They collect the trash regularly now but it's a private company. They ain't from the District government."

The friend sitting on the step beside him had been living in the same apartment building about 9 years. He said, "We don't even have a screen door and we got problems with neighbors' dogs and more dogs. I go along with everything else my friend here said 'cept we try not to complain because we like to try to get along with our neighbors."

An interview with the manager of a Sinclair Station on Vermont Ave., Northwest commented that when he first became the Manager of the Service Station there was a bad problem with rats. "We asked him why he thought the rats were so bad, his comment was, "You see, the people create these problems themselves by being careless. They leave trash and garbage lying around all the time. Now since I have taken steps by myself to get rid of the rats, I'm satisfied with the neighborhood and general condition of the building."

We asked a middle aged lady which seemed satisfied sitting on her step in the rain how she felt about her home. She said, "Well, my daughter is renting this apartment and she's at work right now. I just been living here about a year. I sold my home on Delafield Place because I couldn't keep it. I been sick." We asked about the condition of the apartment. This is her comment. "'course theres rats and roaches. It is expensive. The trash is collected regularly now, we used to have trouble getting it collected.

Down the street further we interviewed a mother and daughter sitting on their front. They said, "We've been leaving here 10 years. There is 6 of us living in 3 rooms. We see the real estate man every day. The inspector has been here inspecting our home and nothing has been done. We are not satisfied mainly because it's too expensive, too many rats and roaches, and our house is run down.!!"

An 18 year old young man who stopped to question us had the following to say, "I used to live around here 2 years ago." We asked, "Why did you move away?" "Did you have any complaints then?" "The only complaint I had then was that the house was too small for our family. But now it's a different story. The house doesn't have a lawn. The nearest play area is 4 blocks away. When I lived here the government inspectors came and condemed the house we were living in. The rent wasn't at all expensive."

A Cardozoite living on the 1400 block of "S" Street had the following comments: "We rent this house. We used to live on the corner in that apartment building about two doors down. When we wanted repairs done many times we were refused. When repairs were finally done they were done very cheaply. The apartment was in such a bad shape until we moved. Now it's condemed.

A thirty minute conversation with another man gave us a great deal of information about the houses on Q, R, and S Streets between 11th and 12th Streets. These are some of the things he told us.
"Well, I've been living in this area since I was a kid, 12 years old to be exact. I'm 32 now so you figure the rest out. I'm buying the house I live in now where I've been living 5 months. Yeah! I'm satisfied with it. I ain't got no rats 'cause I take care of 'em before I move in. Naw! I don't have no problem with dogs either 'cause I take care of them myself too. How do I take care of 'em? I put down arsenic. My house was privately owned. But let me tell you 'bout where I used to live and all these houses 'round here. In the winter, man they was cold 'cause the heating system didn't work. See that house over there? I used to live in it and the foundation was sinking and the plaster was falling when I lived in it. About the only thing they did to it before the other family moved in was paint the outside. Let me tell you girls something', never judge a book by its cover. These houses look sturdy but they ain't tight. I work with a construction company layin' foundations for homes and I can tell you these houses are sinking. You can put plaster and paint on them but they ain't tight so

they gonna still fall in after 'while. So your best bet is to build new houses here. When I was livin here they never bothered to fix up these houses or do anything about the rats and it doesn't look like they've done nothin' to improve them since. Have I said anything that will help you girls? Well I'm glad but I tell you these houses are really in bad shape." The conversation continued on with this man pointing out before our eyes examples of the faulty housing and bad living conditions of those houses on that Street.

Talking to two little girls about 8 or 9 years old on "Q" Street revealed some interesting problems. The girls commented that the neighborhood was O.K. but "There are no kids around to play with." We asked them if their house was in good condition and their reply was, "No! my father has been after the people several times to get things fixed up but they haven't come yet. We don't have too many rats but my mother has to spray all the time for roaches. We rent this house, we're not buying, I don't think..."

A youngman about 25 said he had lived in the Shaw area about 4 years. "The houses around here (Q St.) are really bad! In one houseman, they had a wall to collapse. Where I live there is no problem with rats and roaches but the plaster is falling and the steps are falling through. Most of these houses are really crowded too." We asked about trash collection and he said it was pretty regular. It is interesting to note that we saw a RAT about the size of a CAT run under a porch about 4 doors from his house.

About a 50 year old couple which appeared to be bums said they had been living on "R" Street in a room about a month. They were satisfied with the room and they said they had no rats and roaches. Yet the family next door complained about their bad problems with the rats and roaches...Can you dig that?

A 22 year old man sitting in a Car on "S" Street said, "I hang in this area but I don't live 'round here." We asked, "What did he think was wrong with the neighborhood?" His reply was: "What do you see that's right with it??"

A resident of 1711 Vermont Avenue which has rented her row home for 13 years and has lived in the Shaw area for 17 years seemed very thankful just to have a place to stay. She said the she only had one complaint and that was: "I would like to have a larger place to stay because, you see, this place is very crowded." Even though she seemed to be satisfied with the condition of her home, we felt that she was really one of poverty's victims! Yes, the house was small and run down. It of course had been recently redecorated but would you believe that the wood works and half of the walls starting at the floor had been painted with black paint!

Brenda Clark
Bertha Monroe
Carolyn Crudup

Appendix IX

Block by Block Survey

We Came,
We Saw . . .
But We Couldn't Conquer
The Rats and Roaches . . .

This theme fits our block survey perfectly. It is not an unusual sight to see a block with the streets covered with glass from broken beer and liquor bottles.

A boundary draws the line between the slums and the middle class neighborhoods. In this inner city we find prominent night clubs. This is the section where people congregate night and day. The section that gets the most attention all week long.

Block by block we walked the Shaw Area Streets.

Many were loaded with litter; some weren't. These were our people, some seemed educated and inside their homes; others we saw sitting on their steps in the rain and in their own little intoxicated world, the world of fantasy, where the liquor bottle soothes the ache and pain of the realization of who they are and how they live. This is their life, the life of the people in the Shaw boundary.

While interviewing them they all spoke of the bad problem of RATS and ROACHES.

YES!! WE CAME, WE SAW, BUT WE HAD NO WAY OF CONQUERING THE RATS, AND NO WAY OF COMBATING THE SMELL IN SOME OF THE STREETS.

We observed row houses. About half of them were broken into apartments. The rest were used by single families and had signs stating that there was a room for rent. Others bore evidence of condemnation. There are many apartment buildings in this area.

We discovered the true alley type dwellings on the 1400 block of Corcoran Street, Northwest. Yes, these alley type dwellings are distinguished by their lack of any decoration on the front, and no porches, broken steps and window panes, broken so badly until people standing on the outside can look through someone's home. Yes, these people complain about these conditions but find little or no consolation from the housing authorities.

An example of bad housing can be drawn from a list of bad points we easily spotted as we toured the 1400 block of Corcoran Street, Northwest; our observations reflected that:

1. There are no individual trash cans and only two had been placed on the entire block.
2. Litter covered the street.
3. The odor was unbearable.
4. Half of the residents looked like bums.
5. Renovation was cheaply done.
6. All residents had complaints of rats and roaches.
7. Lawns didn't exist.
8. Alleys were a refuge for rats and junked cars.
9. All of the houses were flat front dwellings with little or no decorations.
10. Many homes have been converted into apartments.
11. There were no vacant lots for play areas.
12. New buildings didn't exist.
13. All families were large with many small children.
14. Old and young were mixed in the tiny run down apartments.
15. No families owned their home.
16. Many young children stood in doorways ragged and dirty.
17. The educated and the illiterate live in the same type of houses.
18. People sat in doorways and on steps because there were no porches.
19. The section was indeed poverty stricken!!!

...This is the 1400 Block of Corcoran Street, Northwest. One block away, the 1500 block of Corcoran Street we find white families living in luxury. Air conditioned homes, modern facilities all around. Wall to wall carpet is only one of the many luxuries found in these homes. Here, we find beautiful lawns, shubbery, and no litter on the streets. This is a supreme neighborhood one block from the slums. 15th Street provides this barrier; one that bars illiteracy from the affluent intelligent society. The society that negroes don't mix with very well. Why is this a problem in Washington? The answer is not a hidden one. It is very evident. The knowledge that negroes are underpriviledged has already been estabished. The need for more money, better schools for better education, and most of all the willingness and desire of the negro race to want a better life is the answer. This is the difference 15th Street separates. The luxuries from the poor.

...Two blocks away on the 1300 block of Riggs Street, Northwest, we find a section which is not modern, but residents own their homes. It is of course inhabited by negroes but we drew our conclusion that the homes were old but in good condition. These were two and three story dwellings. All seemed to be very well taken care of. They were not luxurious but they certainly were nice comfortable peaceful residences. The streets were covered with litter. There wasn't a liquor bottle in sight. There was not the problem of broken window panes and insufficient trash facilities. Across the street there was a large area which has been recently converted into a parking lot. This of course was not a refuge for junk cars.

Swann Street, much like Corcoran Street, seemed to be heaven for the bums. A car full of men nursing the liquor bottle would not be considered a phenomenon. These neighborhoods seem to provide a haven for the lazy and unindustrous society. Some choose to live in this kind of environment because they can't do any better. Others use this as an excuse to reap the benefits that the welfare program provides.

In comparison to Corcoran and Swann Streets, 14th and "S" Streets could almost be compared as heaven and hell. We were moved by the clean air of these old but well kept row houses. The block has organized a block council which submits their grievances to the Housing Authorities. They are beautifully decorated on the outside. The shubbery and lawns revealed much effort and consideration has been spent on the beautification of the block. No wine, beer, or liquor bottles were visible to us on the street. Yes! a resident did report they still have a problem with rats and roaches...but don't forget that this is because we just stepped into heaven from out of hell.

Our tour of 11th and "Q" Streets was one of shock and amazement. An interview with kids playing in the streets reflected that this is an area where few kids live. It is paradise for the bums. There are a few individuals living in this kind of environment that would rejoice at the thought of living in a nice quiet neighborhood. Many complained of the bad problem of neighbors' dogs. Others complained of neighbors' kids that go into the streets and break bottles, and curse at adults. When their parents call them inside to scold them the kids keep on out the back door! The problems we considered worst of all were the houses being cold, and bad dogs. Many tenants complained of the coldness of the houses. The problem with the dogs was a popular one. We observed that the problems on the 1400 block of Corcoran

Street, and Riggs Street were much different from those around the Vermont Avenue area. Here people complained of not having screen doors, the houses being cold, bad dogs and bad children; while in the Corcoran Street area, people only complained about rats and roaches. The general condition of the houses was indeed poor. They were not only run down, but, it seemed as if no new homes had been built in this area for at least 50 years. The usual row, flat front houses were all that we could see for many blocks. While touring Corcoran Street we heard about the rats but we did not get the opportunity to see them. While on "R" Street we were astonished to see a RAT in someone's front yard about the size of a CAT!

Parts of 7th and 9th Streets, almost abolished by the riot reflect evidence of an angry society. A society where men and women old and young turn to violence for improvement. Violence, seemingly would be the answer for them, but it is not the answer for improvement. It leaves evidence of a change in the attitudes of men with the most authority. So far it has left no evidence of improvement in shopping conditions and for those who lived above the stores that were completely abolished. Instead, it leaves many poor people without homes, and other people without a shopping center closeby where they can afford to buy clothing and food for the large families which consist of many hungry little mouths to be fed, and half naked little bodies to be clothed.

The Shaw Area boundary extends from Florida Avenue Northwest, to 15th and "M" Streets. Our area, area 2 was from 14 and Church Streets to "T" Street, Northwest. This area reflect a great inner-city slum. The ghetto; the little city within this great city Washington; our nation's capital.

"THE LITTLE CITY THAT IS YET TO BE CONQUERED!"

Bertha Monroe

Appendix X

There is a lot to be done in the Shaw Area. There are many immediate problems and many less immediate problems. The more immediate ones should be dealt with first. It seems that there is a lot of talk but nothing is being done. The housing in the Shaw Area is poor, dilapidated and run-down. There is not enough sanitation. There are many problems such as rats, high rent prices, and not enough rooms and space. If nothing is done, a disaster will surely occur. No one wants to live under the conditions as are present in the Shaw Area but it is as if they are compelled to remain there under the conditions which are worsening.

If the whole area were torn down and the whole area rebuilt, all that would be AOK with the people in the area but this cost money and a lot of money, indeed. Yet this seems to be more appropriate move.

Others may think that it would be less expensive and painless if the torn, dilapidated and run-down areas were remodeled. It seems that this move would be less expensive but not as wise as the previous suggestion of tearing down and rebuilding. If the area were remodeled, chances are they would have to have continuous work and repairs throughout the years to come.

I feel as though there should be a complete and whole rehabilitation of the entire area to benefit everyone and lighten up the whole area.

The housing conditions should be changed. There should be more convenient and spacious homes and apartments with all necessary and appropriate facilities with guaranteed endurance. There should be more convenient and larger playgrounds areas and more recreation facilities. The homes and apartments should be at cheaper prices which the poorer families could afford. There should be business organizations and stores to benefit the people of the area. There should be consumer protection work benefits for the less fortunate. There should be a wider and better sanitation program with general sanitation and adequate solid waste disposal facilities.

The plan for tearing down and rebuilding should contain futuristic aspects as to comply with the modern age ahead (21st century). Everything should be more spacious and convenient. There should be more hospitals with better facilities, more stores selling food and accessories and necessities at cheaper prices. There should be much more schools containing modernistic features for all types of children. There should be an abandonment of inferior education and more institutions of higher learning. The entire outlook of the Shaw Area should change completely. There should be more public service accomodations.

All these ideas and plans should be sorted out and executed to the fullest extent. Everyone in the Shaw Area should benefit.

The majority of the Shaw Area people are forced to remain there because of there low salaries. They are forced to live with and accept the perilous conditions in the area. They want conditions to be better but, in this case their wants seems to hurt them. These people are of all age groups. These people have continuously been informed that something if anything will be done but it is all talk. Conditions are terrible. Repairs and improvements are needed such as electrical and plumbing facilities. Something has to be done about the landlord-tenant conflicts which is an immediate problem, nevertheless some of these people lack education and aren't even aware that they may complain about the terrible conditions.

There is a lot we can say about the whole matter because I could possibly write a whole book concerning the problems and the people of the Shaw Area but this is not a justified move. Something definitely has to be done. This is the nation's capital which to me seems it should be an example set for the rest of the nation. What would the people of the other 49 states say about this? Well, I'll tell you what they'll be saying. They'll say if the government of the nation's capital aren't able to solve their problems, why should we? They may or may not see it this way but that's the way I would say it if I were in their position. No one wants his or her personal possessions to be defected. A person wants his place of residence to be clean and comfortable and cozy and likeable to live. No one, no matter who, wants live in filth and trash. Filth and trash spreads and this is what could possibly happen if no immediate actions are taken.

They talk about nice places to visit but no one wants to live there. Well, I'm afraid to say this, but if nothing is done soon, this won't even be a nice place to visit. Just imagine, the national capital, setting for historical sites, a place of controversy and ugliness. People won't even want to visit the city for his tourist and historical features.

Just imagine you're buying a house. Half the house is practically brand new but the other half is old and run-down. Chances are, you wouldn't even take a second look at this house. To me, this example best describes the Washington area. The run-down part is the Shaw Area and the practically brand new part is the much better looking part of Washington.

Edward L. Hill